



AFT EDUCATIONAL RESEARCH & DISSEMINATION

COURSE OVERVIEW

Course: Managing Antisocial Behavior

Summary

Managing Antisocial Behavior (MAB) is an ER&D module that presents the most recent research on antisocial behavior and provides educators with effective strategies for managing antisocial behavior across a number of learning environments. The module reviews what is found in the ER&D Beginning of the Year Classroom Management (BYCM) and takes the research to the next level for students who do not respond to basic prevention through effective classroom management. MAB will provide teachers and support staff with the information, tools and skills they need to prevent a great deal of antisocial behavior and/or to manage much of this behavior when it arises.

Course Content

Who Are These Students and What Is Antisocial Behavior?

Before students can be identified as “antisocial,” one must have a clear understanding of what antisocial behavior is. In the first section of the module, antisocial behavior is defined along with characteristics of antisocial behavior. Further attention is given to psychological variables that contribute to antisocial behavior in addition to development factors and interventions for antisocial behavior.

Effective Classroom Management

There can be substantial reduction in antisocial behavior through prevention or remediation using effective classroom management techniques. This section is an extension of BYCM, which discusses what can be done in classrooms to implement effective practices, thus avoiding or minimizing the onset of antisocial behavior, and/or changing it once it appears.

Behavior Analysis

The focus of this section is to help teachers and support staff refine their understanding of behavior. To be able to communicate with others about the exact nature of a particular behavior or set of behaviors, it is necessary to define the behavior(s), distinguish its characteristics, and determine the frequency with which it occurs. By incorporating the techniques presented here, educators will be able to understand the antisocial behavior that students exhibit in school and then determine an appropriate approach to reduce, replace or eradicate the undesired behavior.

Building Social Competence in the Classroom

When individual students do not respond appropriately to classwide prevention measures, it becomes necessary to use interventions to try to reshape these students' behaviors. In this section, small-group interventions will be discussed. While classwide-prevention practices, such as improving classroom management and practicing classroom routines, are aimed at preventing antisocial behavior for the

entire class, small group interventions focus on minimizing problem behavior in those students who do not completely respond to classwide prevention strategies.

Behavior Enhancement and Reduction

Behavior enhancement and behavior reduction are positive approaches that can be implemented to manage student behavior. When students with inappropriate behaviors do not respond to attempts to teach them alternative behaviors, these two types of strategies can be used to address this resistance. One strategy attempts to enhance desired behaviors; the other attempts to reduce undesired behaviors.

The Acting-Out Cycle

Geoffrey Colvin (1993) has identified a seven-phase cycle that describes the many different behaviors that make up the more serious or violent behavior that children with antisocial behavior usually have. The phases of the acting-out cycle are based on the severity or the intensity of the behaviors. Familiarization with the phases of the acting-out cycle can enable educators to understand the behavioral processes and common behavioral indicators characterizing each phase. In this section, detailed descriptions of each phase are provided, along with strategies and interventions designed to manage each phase.

Schoolwide Behavior Support Practices

Among the most important advances in improving the behavior of children in schools has been the recent systematic emphasis on schoolwide systems of behavior support. The final section of this module is on Primary Prevention (e.g. those behavior support efforts that are schoolwide). The emphasis is not just on the teaching of social and lifestyle skills to all students but also the use of proactive systems that result in a school environment that is predictable, positive and collaborative.

Key Researchers

Dr. Mary Quinn,
Dr. John Rutherford
Dr. Rob Horner,
Dr. George Sugai
Dr. Hill Walker
Dr. Colvin Ramsey

Contact Information

Lisa Thomas
Senior Associate
Educational Issues Department
T: 202/879-4561
F: 202/393-7483
E: lthomas@aft.org